English

National Curriculum Links

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to discussing and expressing views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Recognising simple recurring literary language in stories and poetry.
- Build up a repertoire of poems learnt by heart.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

Writing:

Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently.
- Proof-reading to check for errors in spelling, grammar and punctuation.

Learn how to use:

- The present and past tenses correctly and consistently, including the progressive form.
- Subordination (using when, if, that or because) and coordination (using or, and or but).

Understand how nouns can be formed using suffixes such as –ness and -er and by compounding.

Possible Texts:

Non-fiction: Information books on castles; Information books on Northumberland; Explanation texts.

Fiction: The tadpole's promise by Jeanne Willis, Butterfly bouquet by Nicola Davies, Supertato by Paul Linnet and Sue Hendra, Oliver's fruit salad by Vivian French, Oliver's vegetables by Alison Bartlett and Vivian French, Aaaarrgghh Spider by Lydia Monks, What the Ladybird Heard by Julia Donaldson, The Secret Fort by Brianne Fairley, The 13 Storey Treehouse by Andy Griffiths

Poetry: Nature Trail: A Joyful Rhyming Celebration of the Natural Wonders on Our Doorstep by Benjamin Zephaniah

Awesome Alnwick

Year 1

Summer Term

Maths

National Curriculum Links- Number

Place value within 50 and then 100

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 50/100
- count, read and write numbers backwards from any number 0 to 50/100
- sort, count and represent objects up to 50/100 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictoral representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than and symbols < > and =

Multiplication and division

- Count in 2s, 5s and 10s
- Making equal groups
- Making arrays
- Making doubles

Measurement: Length and Height

- compare, describe, measure various lengths and heights and solve practical problems
- use vocabulary- long, short, longest, shortest, tall, tallest
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers
- Compare and order lengths and record the results using >, < and =.

Measurement: Money

- Recognise and know the value of different denominations of notes and coins.

Measurement: Time

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.]
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry: Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter-, half- and three-quarter turns

History

Alnwick Castle and Harry Hotspur

National Curriculum Links

- Develop and awareness of the past, using common words and phrases relating to the passing of time.
- Know where people and events fit within a chronological framework.
- Identify similarities and differences between life in Alnwick in the past and now.
- Learn about changes within living memory.
- Learn about significant historical figures in the locality, like Harry Hotspur.

Learning Outcomes

Children will:

- Use timelines to understand the chronology of time. They can make a timeline of their own family events then extend this to show other historical happenings they know about, eg The Gunpowder plot, Amelia Earhart's flight, then they can add when Alnwick Castle was built.
- Compare changes in castles by building models and drawing labelled pictures of old Motte and Bailey castles and Alnwick castle of today. Talk about the similarities and differences.
- Find out about life in a castle from the past and compare to life today in their own homes.
- Research Harry Hotspur and find out why he is a significant figure in the area.

Science

National Curriculum Links

Learning Outcomes

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals, including Humans, Living things

Children will:

- Understand the importance of exercise and nutrition for humans.
- Sort animals into categories- including fish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores
- Understand that animals, including humans, have offspring.
- Be introduced to the processes of growth in animals, e.g. lamb > sheep; baby > child > teenager > adult.
- Learn about life cycles and observe changes over time, e.g. frog spawn > tadpoles > frogs; egg > caterpillar > pupa > butterfly.
- Identify and name a variety of common wild and garden plants (as we observe the changes to plum class garden)

National Curriculum Links

Working Scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- gathering and recording data to help in answering questions.

These opportunities for working scientifically are provided across years 1 and 2 so that the expectations in the National Curriculum programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.

Art & Design

Natural Sculptures

National Curriculum Links

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of famous sculptors for eg Andy Goldsworthy, describing the differences and similarities between different practices and disciplines and making links to their own work.

Learning Outcomes

Children will:

- Observe patterns and shapes in our school outdoor environment.
- Use natural materials for different artistic purposes for eg. Sculptures, pictures, picture frames.
- Look at the work of sculptors, including Andy Goldsworthy, and recreate sculptures using similar techniques and patterns.

Geography

Let's Explore Alnwick

National Curriculum Links

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area.
- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer to:
  - Key physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features – city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple compass directions (North, South, East, West) and locational and directional language to describe the location and features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning Outcomes

Children will:

- Use atlases and maps to locate Alnwick and the areas in which we live.
- Use atlases and maps to relate Alnwick to the location of countries and cities of the UK.
- Discuss well-known landmarks in Alnwick.
- Locate and find out about famous landmarks of each capital city.
- Use atlases, maps and aerial photographs to compare features of our area (beaches/coasts, towns/villages, farms/ports etc)
- Create a map of school grounds using observations and aerial photographs.
- Create a sketch map of their journey from home to school.

Design and Technology

Castles

National Curriculum Links

Pupils should be taught:

Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

Technical Knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms in their products.

Learning Outcomes

Children will:

- Investigate features of castles, including shape of the walls, functions of the rooms, drawbridges etc.
- Design their own castle incorporating some these features.
- Make their own model based on their design by cutting, shaping, joining and finishing.
- Evaluate their product and make improvements based on these evaluations.

RE

Northumberland Agreed Syllabus

Theme: The covenant.

Religion: Judaism

Key Question: How special is the relationship Jews have with God?

Learning Outcomes

Children will:

- Investigate promises and contracts; how do we seal agreements? How do we feel if they're broken? Find out about the story of Abraham and The Covenant.
- Find out about special Jews and ways Jews show their special relationship with God.

Theme: Rites of Passage and good works.

Religion: Judaism

Key Question: What is the best way for a Jew to show commitment to God?

Learning Outcomes

Children will:

- Draw a timeline of special events in their lives.
- Investigate special times in a Jew's life.

Physical Education

Cricket (Summer 1)
Striking and Fielding (Summer 1)
Athletics and Fitness (Summer 2)

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes

Striking and Fielding

Newcastle Foundation will lead PE sessions focussing on striking and fielding techniques whilst applying their fundamental movements and knowledge of simple tactics when participating in a range of team games.

Athletics and Fitness

Newcastle Foundation will lead PE sessions focussing on improving children's agility and speed when running, jumping and throwing, as well as teaching children how to compete against their peers in a competitive yet sporting way.

Cricket

Children will:

- Practise throwing and catching accurately.
- Apply their striking and fielding skills in cricket based games.
- Learn to follow rules which can be applied to cricket based games.

Computing

On-Screen Programming

National Curriculum Links

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.

Learning Outcomes

Children will:

- Shown how floor robots can be represented on digital devices.
- Begin to apply their knowledge of programming floor robots to controlling on-screen sprites.
- Create simple programs to control on-screen sprites.
- Find errors in their own and given programs.
- Predict the outcome of their own and given programs.

Possible Apps

Scratch Jr, BeeBot, BlueBot, Daisy, Lightbot, J2Code

Music

Friendship Song

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise music.
- Accompany songs using tuned/untuned instruments.
- Compose music to accompany stories or poems.

Opportunities for Outdoor Learning

Geography:
- Make observations of Alnwick and compare land use in and around the town.
- Make castles using natural materials.

Maths:
- Make 2D and 3D shapes using natural materials.
- Measure length/height of objects in the outdoor environment.
- Timed races.

Art:
- Create art and sculptures using natural materials

Philosophy for Children

History
- What makes someone a heroic figure?

P.S.H.E.
- What should we do if we don't agree with our friends?

Investigation Possibilities

Science
- What conditions do different mini beasts prefer for their habitat?
- How do the conditions in a habitat affect the number/type of plants/animals that live there?
- How would changing the conditions in a habitat affect plants?

Mastering Maths

Opportunities for children to develop deep learning:

Geography
- Using positional and directional language during map work.

Computing
- Applying positional and directional knowledge and understanding when controlling on-screen sprites.

Science
- Making measurements of plants; recording and monitoring over time.
- Using thermometers in habitat investigations.

Design & Technology
- Making careful measurements with an element of precision when cutting and shaping.

Mastering English

Opportunities for children to develop deep learning:
- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:
- *Describing different climate, landscape and landmarks (Geography).*
- *Explaining outcomes of investigations (Science).*

PSHE

Relationships (Building positive, healthy relationships)

Pupils should be taught:
- To identify their relationship with each member of their family
- Why it is important to share and cooperate.
- That there are lots of forms of physical contact and that some of this is acceptable and some is not.
- To identify some of the things that cause conflict with my friends.
- That sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To recognise and appreciate people who can help me in my family, my school and my community.
- How to express appreciation for people.

Learning Outcomes

Children will:
- Accept that everyone's family is different.
- Understand that most people value their family.
- Know which types of physical contact they like and don't like, and can talk about this.
- Be able to use the positive problem-solving technique to resolve conflicts with their friends.
- Know who to talk to if they are asked to keep a secret they don't want to keep.
- Understand how it feels to trust someone.
- Be comfortable accepting appreciation from others.

Changing Me (Coping positively with change)

Pupils should be taught:
- To recognise cycles of life in nature.
- About the natural process of growing from young to old and understand that this is not in their control.
- To recognise how their body has changed since they were a baby.
- To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.
- That there are different types of touch.
- To identify what they are looking forward to when I move to my next class.

Learning Outcomes

Children will:
- Understand there are some changes that are outside their control and recognise how they feel about this.
- Identify people they respect who are older than them.
- Feel proud about becoming more independent.
- Say what they like and don't like.
- Begin to consider changes they will make when in Year 3.